

MONTGOMERY COUNTY PUBLIC SCHOOLS

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

October 15, 2024

The Honorable Andrew Friedson, President
and Members of the Montgomery County Council
Stella B. Werner Council Office Building
100 Maryland Avenue, 6th Floor
Rockville, Maryland 20850

Dear Mr. Friedson and Members of the Montgomery County Council:

We are pleased to submit this response to item 9 in the Montgomery County Council's Resolution Number 20-527, Approval of and Appropriation for the FY [Fiscal Year] 2025 Operating Budget of the Montgomery County Public Schools [MCPS] System. This new item in the annual operating budget appropriation for MCPS reads as follows:

MCPS will provide to the Council a report on actual class sizes in the 2024–2025 school year. This report will include the range, median, and mode of actual class sizes at each level: elementary, middle, and high school. Elementary schools must also be divided into Class Size Reduction schools and non-Class Size Reduction schools. Each level must also report on special education class size. This report must be provided no later than October 15, 2024, and a second report no later than February 15, 2025.

In responding to this new reporting requirement, it is important to note that every MCPS Operating Budget includes [Appendix D](#), *Pre-K–12 Budget Staffing Guidelines for Professional Staff*. MCPS follows these guidelines in allocating general education classroom teachers and other staff to each of our 211 schools and programs. The staffing guidelines most recently were adopted by the Board of Education in June 2024 and can be found in Appendix D. These guidelines serve as standards for MCPS to follow in the allocation of staff to schools and classrooms; however, variations may occur due to the size of a school, special programs or services in a school, and the needs of the students in a school.

We have enclosed two sets of tables in this report. They include the following:

- Enclosure A provides class size information for general education elementary (Part 1) and secondary (Part 2) classes. Both the middle school and high school tables reflected in the secondary schools' class size enclosure reflects information for the current semester 1 and the registered information for semester 2.
- Enclosure B provides information on special education students receiving discrete services (Part 1), as well as descriptions of special education discrete services (Part 2).

The Honorable Andrew Friedson, President
and Members of the County Council

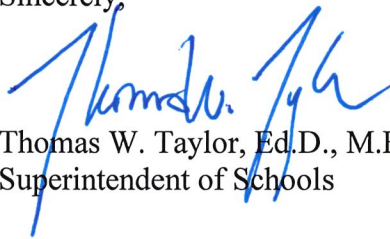
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October 15, 2024

The information provided in this report is for the current 2024–2025 school year as of September 20, 2024. MCPS reports its official enrollment as of September 30, 2024, to the Maryland State Department of Education; please note that this information is not finalized until mid-November 2024; hence this data is as of September 20, 2024. MCPS plans to update this information in this format to respond to the February 15, 2025, report that the County Council requested.

Through increased transparency, we look forward to working with the County Council on enhancing the understanding of our operating budget.

Sincerely,



Thomas W. Taylor, Ed.D., M.B.A.
Superintendent of Schools

TWT:IAW:RR:tk

Enclosures

Copy to:

Members of the Board of Education
Mrs. Alfonso-Windsor
Ms. McGuire
Mr. Reilly
Mr. Klausning
Ms. Webb
Mr. Lockman

Montgomery County Public Schools: Elementary Schools

This document reflects general education class size guidelines, ranges of class sizes, and means of class sizes for the 2024–2025 school year in Montgomery County Public Schools (MCPS) elementary schools as of September 20, 2024. The table below reflects information from all 137 elementary schools and considers the following:

- Kindergarten through Grade 5 classroom teacher allocations are initially based on the enrollment projections provided by the Division of Planning, Design, and Construction, then adjusted based on actual enrollment.
- A school may be eligible for an additional teacher when the average class size in a grade level with three or more classes exceeds the guideline by one or more.
- A school where a grade level has two or fewer classes, and the class(es) exceed(s) the guideline, an additional teacher may or may not be allocated as other supports will be considered.
- The class size reduction data includes 40 Title I schools and 29 focus schools.
- Some of the Title I and focus schools reflected in the class size reduction portion of the table below will use other teaching positions, such as focus teachers and academic intervention teachers, to create additional class sections that results in lowering the class size below the established guidelines.

Elementary Grade Level	Class Size Reduction Schools			Non-class Size Reduction Schools		
	Guideline Students Per Class	Range Students Per Class	Mean Students per Class	Guideline Students Per Class	Range Students Per Class	Mean Students Per Class
Kindergarten	19	11–22	16.5	25	13–26	20.7
1	19	13–23	17.1	26	14–29	21.9
2	19	13–21	16.8	26	16–27	22.2
3	25	16–28	21.6	27	12–28	23.1
4	27	16–29	22.3	29	14–30	23.9
5	27	15–28	22.4	29	19–30	25.0

Montgomery County Public Schools: Secondary Schools

This document shows general education class size distribution summary tables for the 2024–2025 school year in Montgomery County Public Schools (MCPS) secondary schools as of September 20, 2024. The tables below reflect information from all 40 middle schools and considers the following:

- The class size guideline for required English is 30 students, and the class size guideline for all other courses is 33 students. Classroom teacher allocations initially are based on the enrollment projections, provided by the Division of Planning, Design, and Construction, and then allocations are adjusted based on actual enrollment.
- The principal of a secondary school determines the courses to offer in a school based on students' course requests, special programs in the school, and other factors.

Middle Schools—Semester 1 Enrollment

Content Area	20 or Fewer Students		21–25 Students		26–30 Students		31–33 Students		34 or More Students		Total Students	
	N	%	N	%	N	%	N	%	N	%	N	%
Elective	706	75.2%	73	7.8%	84	9.0%	50	5.3%	26	2.8%	939	100.0%
English	326	94.5%	11	3.2%	8	2.3%	0	0.0%	0	0.0%	345	100.0%
English (Required)	182	13.9%	366	28.0%	647	49.5%	101	7.7%	12	0.9%	1,308	100.0%
Fine Arts	136	16.5%	142	17.3%	219	26.6%	133	16.2%	193	23.5%	823	100.0%
Health	10	3.8%	24	9.1%	90	34.1%	81	30.7%	59	22.4%	264	100.0%
Mathematics	348	23.2%	419	27.9%	488	32.5%	207	13.8%	38	2.5%	1,500	100.0%
Physical Education	29	3.2%	104	11.5%	252	27.9%	270	29.8%	250	27.6%	905	100.0%
Science	138	10.3%	206	15.4%	484	36.2%	442	33.0%	68	5.1%	1,338	100.0%
Social Studies	196	14.6%	253	18.8%	489	36.4%	325	24.2%	80	6.0%	1,343	100.0%
Technology Education	57	14.0%	72	17.7%	122	30.0%	112	27.5%	44	10.8%	407	100.0%
World Language	145	17.1%	195	23.0%	287	33.8%	180	21.2%	41	4.8%	848	100.0%

N = Number of classes

Middle Schools—Semester 2 Enrollment

Content Area	20 or Fewer Students		21–25 Students		26–30 Students		31–33 Students		34 or More Students		Total Students	
	N	%	N	%	N	%	N	%	N	%	N	%
Elective	701	75.6%	71	7.7%	77	8.3%	59	6.4%	19	2.1%	927	100.0%
English	326	94.5%	11	3.2%	8	2.3%	0	0.0%	0	0.0%	345	100.0%
English (Required)	182	13.9%	366	28.0%	647	49.5%	101	7.7%	12	0.9%	1,308	100.0%
Fine Arts	135	16.7%	137	16.9%	205	25.3%	139	17.2%	193	23.9%	809	100.0%
Health	17	4.8%	34	9.7%	106	30.1%	104	29.6%	91	25.9%	352	100.0%
Mathematics	350	23.3%	417	27.8%	488	32.5%	209	13.9%	36	2.4%	1,500	100.0%
Physical Education	31	3.8%	87	10.7%	247	30.3%	239	29.3%	211	25.9%	815	100.0%
Science	137	10.2%	207	15.5%	484	36.2%	442	33.0%	68	5.1%	1,338	100.0%
Social Studies	196	14.6%	253	18.8%	489	36.4%	325	24.2%	80	6.0%	1,343	100.0%
Technology Education	66	16.2%	63	15.4%	128	31.4%	105	25.7%	46	11.3%	408	100.0%
World Language	142	16.8%	196	23.1%	287	33.9%	180	21.3%	42	5.0%	847	100.0%

N = Number of classes

High Schools—Semester 1 Enrollment

The tables below show information from all 25 comprehensive high schools and considers the following:

- The class size guideline for required English is 30 students, and the class size guideline for other courses is 33 students.
- Classroom teacher allocations initially are based on the enrollment projections provided by the MCPS Division of Planning Design, and Construction, and then allocations are adjusted based on actual enrollment.
- The principal of a secondary school determines the courses to offer based on students' course requests, special programs, and other factors.

Content Area	20 or Fewer Students		21–25 Students		26–30 Students		31–33 Students		34 or More Students		Total Students	
	N	%	N	%	N	%	N	%	N	%	N	%
Elective	1,168	59.4%	217	11.0%	270	13.7%	227	11.5%	85	4.3%	1,967	100.0%
English	308	81.1%	21	5.5%	43	11.3%	8	2.1%	0	0.0%	380	100.0%
English (Required)	331	17.7%	452	24.1%	934	49.8%	154	8.2%	4	0.2%	1,875	100.0%
Fine Arts	301	28.0%	207	19.2%	237	22.0%	255	23.7%	77	7.2%	1,077	100.0%
Health	38	9.4%	30	7.4%	88	21.7%	198	48.9%	51	12.6%	405	100.0%
Mathematics	535	24.9%	427	19.8%	570	26.5%	539	25.0%	82	3.8%	2,153	100.0%
Physical Education	79	12.1%	57	8.7%	130	19.9%	165	25.3%	221	33.9%	652	100.0%
Science	428	22.4%	367	19.2%	550	28.8%	479	25.1%	88	4.6%	1,912	100.0%
Social Studies	215	14.3%	227	15.1%	474	31.5%	501	33.3%	86	5.7%	1,503	100.0%
Technology Education	662	39.0%	247	14.6%	319	18.8%	348	20.5%	122	7.2%	1,698	100.0%
World Language	289	26.6%	285	26.2%	314	28.9%	167	15.4%	31	2.9%	1,086	100.0%

N = Number of classes

High Schools—Semester 2 Enrollment

Content Area	20 or Fewer Students		21–25 Students		26–30 Students		31–33 Students		34 or More Students		Total Students	
	N	%	N	%	N	%	N	%	N	%	N	%
Elective	1,144	59.4%	220	11.4%	271	14.1%	225	11.7%	67	3.5%	1,927	100.0%
English	304	81.1%	25	6.7%	37	9.9%	8	2.1%	1	0.3%	375	100.0%
English (Required)	334	18.0%	457	24.6%	966	51.9%	96	5.2%	8	0.4%	1,861	100.0%
Fine Arts	347	32.6%	237	22.2%	238	22.3%	179	16.8%	65	6.1%	1,066	100.0%
Health	31	7.7%	24	6.0%	71	17.7%	219	54.5%	57	14.2%	402	100.0%
Mathematics	540	25.2%	462	21.5%	632	29.5%	433	20.2%	78	3.6%	2,145	100.0%
Physical Education	85	13.0%	62	9.5%	124	19.0%	187	28.6%	195	29.9%	653	100.0%
Science	422	22.3%	387	20.4%	562	29.6%	444	23.4%	81	4.3%	1,896	100.0%
Social Studies	216	14.5%	278	18.7%	436	29.2%	479	32.1%	82	5.5%	1,491	100.0%
Technology Education	585	39.0%	249	16.6%	337	22.5%	256	17.1%	73	4.9%	1,500	100.0%
World Language	287	26.3%	291	26.7%	322	29.5%	161	14.8%	29	2.7%	1,090	100.0%

N = Number of classes

Montgomery County Public Schools: Special Education Discrete Service

Note: Data extract from Maryland Online Individualized Education Program (MOIEP) as of September 20, 2024.

- The Least Restrictive Environment A students with disabilities enrollment count is included in the class size report for general education (Enclosure A).
- Data in the table below represents students ages 5–21 enrolled in a comprehensive school as follows:
 - Least Restrictive Environment B: Students who receive special education and related services in regular education settings between 40 percent to 79 percent of the school day; and
 - Least Restrictive Environment C: Students who receive special education and related services in regular education settings less than 40% of the school day.

Special Education Discrete Service	Elementary Total Enrollment	Elementary Total Classroom Teacher Allocation	Average Ratio Students to Teacher	Middle School Total Enrollment	Middle School Total Classroom Teacher Allocation	Average Ratio Students to Teacher	High School Total Enrollment	High School Total Classroom Teacher Allocation	Average Ratio Students to Teacher
Augmentative and Alternative Communication	14	2	7						
Autism—Connections	31	5	6	32	4	8	45	4	11
Autism—K–12	393	74	5	102	19	5	95	17	6
Autism Resource Services				159	16	10	120	12	10
Bridge				56	10	6	111	14	8
Deaf and Hard of Hearing—K–Grade12	39	7	6	22	4	6	36	5	7
Extensions	26	6	4	21	5	4	40	6	7
Learning Center	856	86	10						
Learning for Independence	276	31	9	205	19	11	556	51	11
MCPS Special School	104	17	6	62	10	6	140	29	5
Physical Disabilities— pre-K–Grade 5	7	2	4						
School Community Based Instruction	185	31	6	72	12	6	166	29	6
Social Emotional Special Education Services	98	24	4	77	15	5	133	28	5
Twice Exceptional	4	1	4	19	3	6	69	4	16
Grand Total	2,033	286		827	117		1,511	199	

Service	Service Description	Location
Augmentative and Alternative Communication (AAC) Classes	AAC classrooms provide intensive support for students who are not verbal or have limited speech with severe intelligibility issues. Students learn to use and expand their knowledge of augmentative communication devices and other forms of aided communication to access the general education curriculum. Emphasis is on the use of alternative communication systems to enhance language and vocabulary development, and expressive communication skills. Services and supports are provided primarily within the general education environment.	Special classes located in two elementary schools serve students throughout the county
Autism—Connections	Elementary and Secondary Connections (formerly known as Asperger's) classes are based in comprehensive school buildings. Students served by this model are diagnosed with a high-functioning Autism Spectrum Disorder (ASD). The students function in the average to high average range of intellectual ability and receive instruction on the general education curriculum, with enrichment as appropriate. Students have documented social and behavioral needs that have significantly interfered with their ability to participate in other educational environments, despite a variety of special and individualized supports. Initially, at the elementary level, students typically receive their academic and social skills instruction within the self-contained classroom with the eventual goal of the student being included in academics in the general education classroom. Individual and classroom motivation systems reinforce appropriate social behavior across the school day. Secondary students are included in all academic classes in the general education environment with supports for their social, behavioral, and organizational needs.	Designated elementary, middle, and high schools
Autism—K-12	Autism services for students, elementary through age 21, provide access to Alternate Learning Outcomes (ALOs) aligned with the curriculum. To improve learning and communication, students receive intensive instruction based on the principles of applied behavior analysis in a highly structured setting, which provides opportunities for participation with nondisabled peers. At the secondary level, students also receive pre-employment training and community support.	School-aged—designated elementary, middle, and high schools located regionally throughout the county
Autism Resource Services	Secondary Autism Resource Services, located in three middle and three high schools, are designed for students with ASD who are diploma-bound and have difficulty mastering the grade-level curriculum. These students require a modified pace and individual accommodations representative of the needs and characteristics of students with ASD. Students receive instruction in the general education curriculum with the supports indicated on their Individualized Education Plan. Access to the general education curriculum with enrichment is reinforced.	Secondary School Autism Resource Services—three middle and three high schools located regionally

Service	Service Description	Location
Bridge	Students receiving Bridge services demonstrate significant social-emotional learning, and/or behavioral challenges that make it difficult to succeed in a large school environment. Many students require social and emotional supports to access their academic curriculum. Comprehensive behavioral management strategies include proactive teaching and rehearsal of social skills, as well as the use of structured and consistent reinforcement systems. Services are provided in a continuum of settings, which may include separate classes with opportunities for participation in general education environments with nondisabled peers, as appropriate.	Designated middle and high schools serve students countywide
Deaf and Hard of Hearing K–Grade 12	Deaf and Hard of Hearing services provide comprehensive educational supports and audiological services to students who are deaf or have a significant hearing loss. These services, provided by itinerant teachers, enable students to develop effective language, communication, and self-advocacy skills necessary to access the general education curriculum. Students with more significant needs may receive services in special centrally located classes. Services are provided in three communication options—oral/aural, total communication, and cued speech. Assistive technology and consultation also are provided to students and school staff members.	Special class locations: one pre-kindergarten, three elementary, one middle, and one high school serve students throughout the county
Extensions	Extensions serve students of elementary, middle, and high school age with the most significant cognitive disabilities, multiple disabilities, and/or autism. These are students with a history of receiving systematic behavioral supports and services to reduce self-injurious and/or disruptive behaviors. The goal of Extensions is to provide intensive educational services to enable these students to acquire appropriate social and communication skills to facilitate their access to Alternate ALOs aligned with the curriculum and postsecondary opportunities, including readiness for career and community.	Designated elementary, middle, and high schools
Learning Center (LC)	Elementary school-based LCs provide comprehensive special education and related services for students in kindergarten through Grade 5. The LC offers a continuum of services in self-contained classes, with opportunities to be included with nondisabled peers in the general education environment. These services address the goals and objectives in the student’s IEP while ensuring access to the general curriculum through strategies such as assistive technology, reduced class size, and differentiated instruction.	Designated elementary schools within each cluster
Learning for Independence (LFI)	LFI services are designed for students with complex learning and cognitive needs, including mild to moderate intellectual disabilities. Services support the implementation of ALO aligned with the curriculum. Students are provided with many opportunities for interaction with general education peers, including inclusion in	Designated elementary, middle, and high schools in clusters

Service	Service Description	Location
	<p>general education classes as appropriate, peer tutoring, and extracurricular activities. They learn to apply academic concepts in the context of the general school environment and in community settings. Community-based instruction and vocational training are emphasized at the secondary level so that students are prepared for the transition to post-secondary opportunities upon graduating with a certificate from MCPS.</p>	
<p>MCPS Special Schools:</p> <ul style="list-style-type: none"> • Longview School • RICA • Stephen Knolls School • Rock Terrace School • Carl Sandburg Learning Center 	<p>Longview School provides services to students ages kindergarten to 21 who have severe to profound intellectual and multiple disabilities. ALOs aligned with the curriculum are used to provide students with skills in the areas of communication, mobility, self-help, modified academics, and transition services (collocated).</p> <p>Regional Institute for Children and Adolescents (RICA), in collaboration with the Maryland State Department of Health, provides appropriate educational and treatment services to all students and their families through highly structured, intensive special education services with therapy integrated in a day and residential treatment facility. An interdisciplinary treatment team, consisting of school, clinical, residential, and related service providers develops the student’s total educational plan and monitors progress. Consulting psychiatrists, a full-time pediatrician, and a school community health nurse also are on staff. RICA offers fully accredited special education services that emphasize rigorous academic and pre-employment training/occupational opportunities, day and residential treatment, and individual, group, and family therapy. RICA services promote the acquisition of grade-and-age-appropriate social and emotional skills and for students to be college and career ready.</p> <p>Stephen Knolls School provides services for students ages kindergarten to 21 with severe to profound intellectual and multiple disabilities. ALOs aligned with the curriculum are utilized to provide students with skills in the areas of communication, mobility, self-help, modified academics, and transition services. (separate special education day school)</p> <p>Rock Terrace School is comprised of a middle school, a high school, and an upper school which together implement school-to-work training. The instructional focus of the middle school is the implementation of ALOs aligned with the curriculum to prepare the students for transition to high school services. The high school emphasizes ALOs aligned with the curriculum and community-based instruction activities that</p>	<p>Collocated within MCPS site or separate special education day school</p>

Service	Service Description	Location
	<p>enable students to demonstrate skills that lead to full participation in the school-to-work plan and pre-employment training experiences. Authentic jobs help reinforce classroom learning. The upper school prepares students for post-secondary experiences and career and community readiness. (collocated)</p> <p>Carl Sandburg Learning Center is a kindergarten through Grade 5 special education school that serves students with multiple disabilities, including intellectual disabilities, ASD, language disabilities, and other learning disabilities. Services are designed for elementary students who need a highly structured setting, a small student-to-teacher ratio, and access to the MCPS general education curriculum or ALOs aligned with the curriculum. Modification of curriculum materials and instructional strategies, based on student needs, is the basis of all instruction. Emphasis is placed on the development of language, academic, and social skills provided through a trans-disciplinary model of service delivery in which all staff members implement the recommendations of related service providers. Special emphasis is placed on meeting the sensory and motor needs of students in their classroom setting. To address behavioral goals, services may include a behavioral management system and psychological consultation. (collocated)</p>	
<p>Physical Disabilities Grades prekindergarten–Grade 5</p>	<p>Related services of occupational therapy and physical therapy are provided to students with disabilities throughout MCPS in their home school or assigned location. The type and frequency of services are based on individual needs and include direct therapy and consultation with team members. Prekindergarten and elementary students with significant physical needs receive services in one of two countywide inclusive locations.</p>	<p>Special classes: two elementary schools</p>
<p>School Community-Based (SCB) Instruction</p>	<p>SCB services are designed for students with severe or profound intellectual disabilities and/or multiple disabilities. Students typically have significant needs in the areas of communication, personal management, behavioral management, and socialization. These services emphasize individualized instruction, utilizing ALOs aligned with the curriculum in comprehensive schools and related community and work environments. The SCB model includes the following components: age-appropriate classes, heterogeneous groupings, peer interactions, individualized instruction, community instruction, and transition. These services are available in all clusters. The goal of SCB services is to prepare students to transition to postsecondary opportunities upon graduation with a certificate from MCPS.</p>	<p>Designated elementary, middle, and high schools all clusters</p>

Service	Service Description	Location
<p>Social Emotional Special Education Services (SESES)</p>	<p>SESES are provided to students who demonstrate significant social-emotional learning and/or behavioral difficulties that adversely impact their success in school. These students access the MCPS general education curriculum, but emotional and behavioral challenges often interfere with their ability to achieve academic success and participate appropriately in an educational environment. These students are served in a continuum of settings including general education environments with opportunities for participation with nondisabled peers or separate classes, as appropriate.</p>	<p>Designated elementary, middle, and high schools in each area or countywide</p>
<p>Twice Exceptional</p>	<p>Students designated as Twice Exceptional demonstrate superior cognitive ability in at least one area and typically have production problems, particularly in the area of written expression. Twice Exceptional services provide students with specialized instruction, adaptations, and accommodations that facilitate appropriate access to rigorous instruction in the Least Restrictive Environment, which may include placement in Honors or Advanced Placement classes and access to the acceleration and enrichment components in the MCPS instructional guidelines. Some students may receive services in specialized classrooms.</p>	<p>Regional designated elementary, middle and high schools</p>